



KIPP Philadelphia Public Schools Wellness Policy

Preamble

KIPP Philadelphia Public Schools (hereto referred to as the Region) is committed to the optimal development of every student. The Region believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-satisfactory consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the Region's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the Region have access to healthy foods throughout the school day— both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the Region in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The Region establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the Region.

I. School Wellness Committee

Committee Role and Membership

The Region will convene a representative Region Wellness Committee (hereto referred to as the RWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this Region-level wellness policy (heretofore referred as “wellness policy”).

The RWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., principal, assistant principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the RWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The School Leader or designee(s) will convene the RWC and facilitate development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is (Not only school contacts are included here since this document is posted publicly):

| Name | Title | Email address | Role |
|------------------|--|---------------------------------|-----------------------|
| Tracy MacArthur | Managing Director of Regional Operations | tmacarthur@kippphiladelphia.org | Committee Director |
| Patrice Green | Director of Regional Operations | pgreen@kippphiladelphia.org | Committee Co-Director |
| Phillip Arendall | Director of Operations (KPPA) | parendall@kippphiladelphia.org | Committee Member |
| Nafisah Innis | Director of Operations (KPOC) | ninnis@kippphiladelphia.org | Committee Member |

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|----------------|--------------------------------|-------------------------------|------------------|
| Chris Jones | Director of Operations (KNPA) | cjones@kippphiladelphia.org | Committee Member |
| Andrea Leach | Director of Operations (KWPEA) | aleach@kippphiladelphia.org | Committee Member |
| Levi Rogers | Director of Operations (KDCA) | lrogers@kippphiladelphia.org | Committee Member |
| Symone Wiggins | Director of Operations (KPEA) | swiggins@kippphiladelphia.org | Committee Member |

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

- **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

Implementation Plan

The Region will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Center for Disease Control and Prevention's School Health Index \(SHI\) online assessment](#), to create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy can be found at: www.kippphiladelphia.org

Recordkeeping

The Region will retain records to document compliance with the requirements of the wellness policy at the **Regional Office 5070 Parkside, Suite 3500D, Philadelphia PA, 19131.**

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit RWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including:

(1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The Region will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the Region in meeting wellness goals. This annual report will be published around the same time each year in May and will include information from each school within the Region. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated Region policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the RWC or SWC.

The annual report will be available in English.

The Region will actively notify households/families of the availability of the annual report.

The RWC will establish and monitor goals and objectives for the Region's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the Region will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the Region are in compliance with the wellness policy;
- The extent to which the Region's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the Region's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Patrice Green, Director of Regional Operations, pgreen@kippphiladelphia.org.

The RWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The Region will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The RWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as Region priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The Region is committed to being responsive to community input, which begins with awareness of the wellness policy. The Region will actively communicate ways in which representatives of RWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that Region. The Region will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The Region will use electronic mechanisms, such as email or displaying notices on the Region's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The Region will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means like other ways that the Region and individual schools are communicating other important school information with parents.

The Region will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The Region will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

School Meals

Our Region is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the Region participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Afterschool Snack Program (ASP). All schools within the Region are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Offer enough time of students to eat (10 minutes sit down time for breakfast; 20 minutes sit down time for lunch) and schedule meals at appropriate times
- Implement alternative school breakfast options to increase participation (like breakfast in the classroom and grab & go)
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The Region offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Provide the nutrition content of school meals to the school community
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options

Note: only authorized staff will have access to the food service operation.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA Guide to Professional Standards for School Nutrition Programs](#). These school nutrition personnel will refer to the [USDA's Professional Standards Training Database website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The Region will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The Region is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <https://www.fns.usda.gov/tn/guide-smart-snacks-school>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

- Celebrations and parties. The Region will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
- Classroom snacks brought by parents. The Region will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
- Rewards and incentives. The Region will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). ~~Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.~~

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The Region will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The Region will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the Region and individual schools may use are available at www.healthiergeneration.org/smartsnacks.
- Partner with community agencies and organizations to provide opportunities for students' projects related to nutrition.
- Staff model healthy eating in front of students and avoid using unhealthy foods in classroom lesson plans.

Nutrition Education

The Region aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The Region will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture.
- How to find valid information or services related to nutrition and dietary behavior.
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully.
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The Region is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Region strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on Region property that contains messages inconsistent with the health information the Region is imparting through nutrition education and health promotion efforts. It is the intent of the Region to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the Region's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards. Food advertising and marketing is defined¹⁵ as an oral, written, or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, Regions will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the Region.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

III. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the Region is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the Region will be encouraged to engage with the [CDC Training Tools for Healthy Schools resources](#) and [Shape America](#) (Society of Health and Physical Educators) training and professional development to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason *This does not include participation on sports teams that have specific academic requirements*. The Region will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students. Additionally, we will not use physical activity as a punishment (i.e. running laps).

To the extent practicable, the Region will ensure that its grounds and facilities are safe, and that

equipment is available to students to be active. The Region will conduct necessary inspections and repairs. This includes confirming that air quality is in accordance with our healthy learning environment program.

Physical Education

The Region will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the *“Essential Physical Activity Topics in Health Education”* subsection).

All students will be provided equal opportunity to participate in physical education classes. The Region will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The PE teacher will be certified in Physical Education and will receive professional development throughout the year. The classes will be of similar size to all our other courses to ensure students are safe and receive effective instruction.

- All **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.
- All **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The Region physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student. PE classes provide the means for students to learn, practice, and be assessed on developmentally appropriate skills.

Essential Physical Activity Topics in Health Education

The Region will include in the health education curriculum the following essential topics on physical activity through both team and individual activities:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while

- being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

If the school or Region must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The Region recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. We discourage extended periods of inactivity (two hours or more) for students.

The Region will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through the [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The Region will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development

opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The Region offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

IV. Other Activities that Promote Student Wellness

The Region will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The Region will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes. This includes encouraging students to walk or bike to school where and when it is safe to do so.

Schools in the Region are encouraged to content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the Region's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the RWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The Region will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The Region will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. In addition, they will be invited to use school facilities outside of schools' hours in accordance to our school rules.

As described in the “Community Involvement, Outreach, and Communications” subsection, the Region will use electronic mechanisms (such as email or displaying notices on the Region’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The RWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with the KIPP Philadelphia Talent Team.

Schools in the Region will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include encouraging participation in Students Run Philly Style, encouraging healthy lunches, and snacks. The Region promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the Region will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Region staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing Region reform or academic improvement plans/efforts.

Glossary:

- **Extended School Day** - time during before and after school activities that include clubs, intramural sports, band and choir practice, drama rehearsals, etc.
- **School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.
- **School Day** - midnight the night before to 30 minutes after the end of the instructional day.
- **Triennial** – recurring every three years.

Appendix A: School Level Contacts

| School | Name | Title | E-mail Address |
|---|-------------------|---------------------------|--------------------------------|
| KIPP Philadelphia Preparatory Academy (KPPA) | Phillip Arendall | Director of Operations | parendall@kippphiladelphia.org |
| KIPP Philadelphia Octavius Catto (KPOC) | Nafisah Innis | Director of Operations | ninnis@kippphiladelphia.org |
| KIPP North Philadelphia Academy (KNPA) | Christopher Jones | Director of Operations | cjones@kippphiladelphia.org |
| KIPP West Philadelphia Elementary Academy (KWPEA) | Andrea Leach | Director of Operations | aleach@kippphiladelphia.org |
| KIPP DuBois Collegiate Academy (KDCA) | Levi Rogers | Director of Operations | lrogers@kippphiladelphia.org |
| KIPP Philadelphia Elementary Academy (KPEA) | Symone Wiggins | Director of Operations | swiggins@kippphiladelphia.org |

Appendix B Wellness Policy Goals

Goals for Nutrition Promotion:

- Age appropriate posters will be posted on the walls where food and beverages are served to students highlighting and encouraging the value of good nutrition.
- The school lunch program will have promotional days during the school year where at least one new nutritional alternative menu item will be featured as part of the menu pattern meal component. The food services staff members will promote this nutritional alternative during meal service with posters, flyers, and/or hand-outs regarding the nutritional menu item alternative.
- The principal or designee will encourage food products that meet the nutrition standards of the HHFKA when applicable during the school day.
- Food service staff, in consultation with the Principal or designee, will coordinate obtaining student input on menu planning that will include taste testing food options, satisfaction surveys, and other activities that promote nutrition awareness.
- Parents will be provided the nutritional standards of the HHFKA and encourage parents to pack lunches and snacks that meet the HHFKA nutritional standards.
- A comprehensive assessment will be completed on school cafeterias to identify opportunities to maximize space, streamline logistics to enable schools to offer high quality food.

Goals for Nutrition Education

- The Principal will ensure each student receives at least one presentation per school year that promotes good nutrition and nutrition education. These presentations may be provided through classroom visits from school staff members trained in nutrition, school-wide or group assembly programs, during health/physical education classes during the school year, or any other presentation manner. This requirement may be provided as part of nutrition education provided to students as part of the district's curriculum.
- The Principal or designee will post the nutritional guidelines of the HHFKA in the area of the school building where food and beverages are served.
- The school lunch menu will include nutritional information, activities, recipes, and/or any other information that encourages the selection of healthy food items.

Goals for Physical Activity

- All students shall receive health/physical education under the supervision of a properly certified teaching staff member as required by PDE.
- The Principal or designee will ensure there is age-appropriate equipment and supplies available during recess time for students to participate in physical activities.
- Students will be encouraged by school staff members supervising student recess time to participate in some type of physical activity, which may include, but not be limited to: walking; playing games that require physical activity, such as kick ball, volleyball, baseball, basketball, etc.; rope jumping; and/or using playground equipment.
- The Principal will encourage classroom teachers to incorporate brief, physical activity breaks into the school day to establish an environment that promotes regular physical activity throughout the school day.
- The Principal or designee will coordinate special events that highlight physical activity, which may include field days, and activity tournaments or competitions. The Principal or designee may involve parents, community members, and students in the planning of these events.
- Schools will continue to offer diverse after school programs aligned with student interests including biking, indoor/outdoor sports, dance, etc.

Goals for Other School-Based Activities

- A Wellness Committee will be established comprised of the Principal or designee, at least one health/physical education teacher, a school nurse, a parent, a student, and at least one food service staff member.
- The Principal or designee will coordinate information being disseminated to students and parents promoting the school lunch program, nutrition, and nutrition education.
- The school will celebrate a School Wellness Week, where schools will have special activities throughout the week to promote nutrition and physical activity. These special activities will be planned and coordinated by each school's Wellness Committee.
- The Principal will encourage fund-raising activities that promote physical activity such as walk-a-thons, teacher-student activity competitions, family activity nights, and school dances.
- Students will have opportunities to participate in after school programming that meet nutritional standards and incorporates physical activities.

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